

CHAPTER I

INTRODUCTION

A. Background of the Study

English becomes the most important language in the world. There are a lot of people from different countries which is needed English as the basic language in communication. The English language has also become one of the important subjects at the level of education. It must be learned by the students' primary school until university. In Indonesia, English include in National Examination from Junior High School. There are a lot of book sources written by English at the university level. Thus, English has been an important thing to learn.

English learning language requires four skills: listening, speaking, reading, and writing. Among the basic four skills in learning, skill is reading, because reading is one of the interrelated with knowledge to understand language and message. According to D.Marison Jen Kinson(1973:222) states that reading is an important learning mode, which is used as a functional learning tool so that readers become critical and understand.

Reading is an important skill to learn because we got a new idea that we do not know yet and it can increase our knowledge by reading some books. By reading some books we will know something how new that we do not know before. Besides that, by reading some books we can increase our knowledge, especially for students. Moreover in their school, the students get a reading lesson. In teaching reading, some students were asked by their teacher to do some assignments full of passage with the appointed time.

For this situation, students will do their assignments by answer the question with reading passage with the appointed time. So, with the appointed time the students cannot answer all questions because students must read the passage word by word and get the meaning then choose the answer. In addition to reading is not only answering questions given by the teacher, it also relates to authors the readers. The author put ideas into the page and the reader tries to understand the author's meaning. In reading skills, students can find unfamiliar

words and understand text written in English. Therefore, reading is a very important skill to enrich vocabulary and knowledge.

Learning reading skills is not easy. Reading skill is the most difficult to comprehend. Therefore, it needs an appropriate strategy to teach reading skills. From the many kinds of strategies, there is one of the appropriate strategies for reading skills is the cognitive strategy. Cognitive strategy is mental processes related to information that wants to be obtained, stored, and used information(Williams&Burden). The researcher stated that cognitive strategy in reading skill can help students to be master readers.

In this research, the researcher to examined the research at SMK BATIK 2 Surakarta. The researcher chooses SMK BATIK 2 Surakarta because the school is located strategies area and near the main street. It is located at Kleco near the University of Muhammadiyah Surakarta. The researcher wants to investigate cognitive strategies used by students in learning reading class and what they attracted in learning reading class of tenth-grade students at SMK BATIK 2 Surakarta. Based on the background above, the researcher is attracted to conducting entitled" **COGNITIVE STRATEGIES USED TO IMPROVE READING SKILL BY ENGLISH GOOD ACHIEVERS: A CASE STUDY IN TENTH GRADE AT SMK BATIK 2 SURAKARTA.**

B. Problem Statement

Based on the background of the study, the researcher states the problem statements as follows:

1. What is the cognitive strategy used by students to improve their reading skills in the classroom?
2. What are the students' preferences in cognitive strategies in reading class?

C. Limitation of the Study

Based on the problem identification, the researcher focuses on the use of cognitive strategy to improve reading skills. It will be conducted with the tenth-grade students at SMK BATIK 2 Surakarta.

D. Objective of the Study

The objective of the study as follows:

1. To identify the cognitive strategy used by students to improve their reading skills in the classroom.
2. To identify the students' preferences in cognitive strategies in reading class

E. Benefits of Study

These benefits of the research are divided into:

1. Theoretical

Theoretically, the result of this study will give valuable information and reference to enrich knowledge in reading skills through cognitive strategy.

2. Practical

Practically, the study is expected to be beneficial for:

a. The Department of English Education at the University of Muhammadiyah Surakarta.

It is expected that the result of this study can be used as a reference and useful for the other students of the English Department program who have related topic of improving reading skills using cognitive strategy.

b. For the teacher

For the teacher, the benefit of this research is:

- 1) The teacher can create the effectiveness of teaching reading with students who can do their assignments with appointed time.

c. For the other researcher

This study can give a contribution, inspiration, and reference for other researchers who have similar research that related to the same strategy. Moreover, this research will give the same difference research design to improve the quality of reading skills through cognitive strategy.

F. Research Paper Organization

Research paper organization is made to make it easier to understand, as follows:

Chapter I consists of background of the study, problem statement, limitation of the study, objectives of the study, significance of the study, and research paper organization.

Chapter II consists of previous study, learning strategy, socio-affective strategies, and speaking skill.

Chapter III consists of type of the research, setting of the research, subject of the research, object of the research, data and data source, method of collecting data, technique for analyzing data, credibility of the data.

Chapter IV consists of research finding and discussion.

Chapter V consists of conclusion, pedagogical implication, and suggestion.